

# Handy Hints for Effective

# Classroom Management

Jane Carlson, Kindergarten Teacher  
Lockwood Primary School  
Full-Time Kindergarten Conference  
August 12-13, 2008



star centers



# Beginning of School

- Star Centers
  - Limit materials from which children may choose
  - Organize play centers and clearly mark them
  - Model how to use the materials - with parents there
  - Provide opportunity to play
  - Use time to talk to parents about lunch money and end of day procedures

# Beginning of School

- Star Centers
- Get lunches out - check backpacks
- Hot lunch/cold lunch (warm lunch)



# Beginning of School



- Star Centers
- Lunches out - check backpacks
- Hot lunch/cold lunch
- End of day procedures - once these are clear, we go on a tour to the playground and say a “group goodbye” to parents.
- Make tags for end of day procedure.
  - Bus kids have name, address and bus ID
  - Pick up by whom and where they meet
  - Going to day care on location
  - Walk home or sitter - and where they go

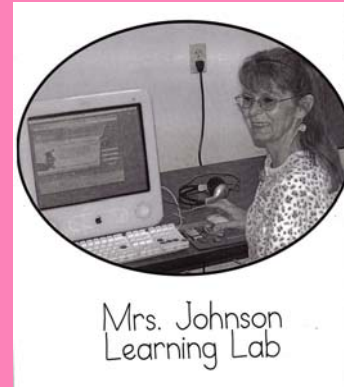
# Beginning of School



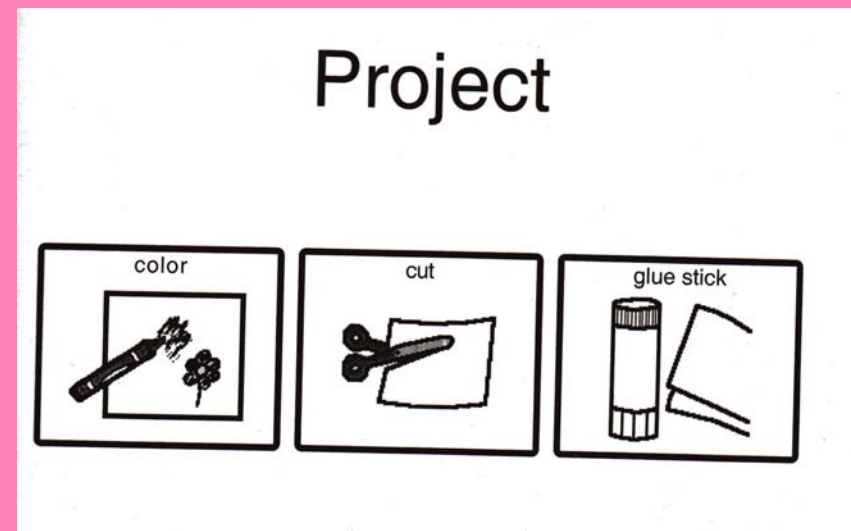
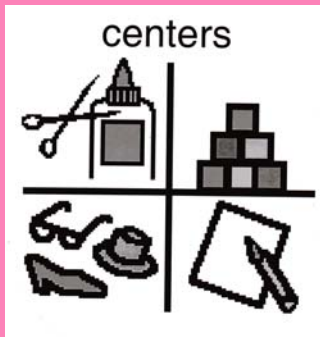
- Star Centers
- Lunches out - check backpacks
- Hot lunch/cold lunch
- End of day procedures
- Rules and then discuss, model, rehearse, track (More discussion of this later!)



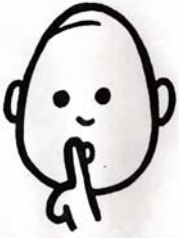
# Schedule and Visuals



- Daily Schedule Available for Kids
  - Main parts of day
    - Group Time or Learning Time
    - Specialists
    - Recess
    - Lunch
    - Home Time



please be quiet



change



# Schedule and Visuals

- Visuals
  - Pictures that show kids
    - Schedule
    - What is expected
    - How to do it

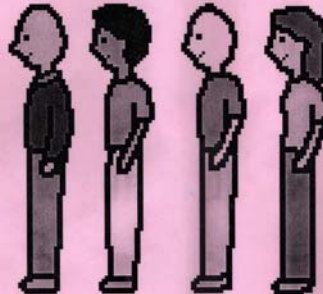
look



listen



line up

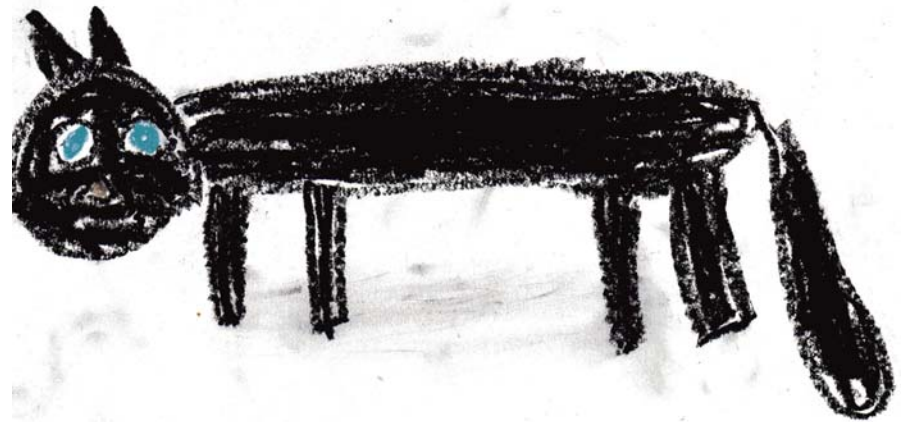


walk



# Build Relationship

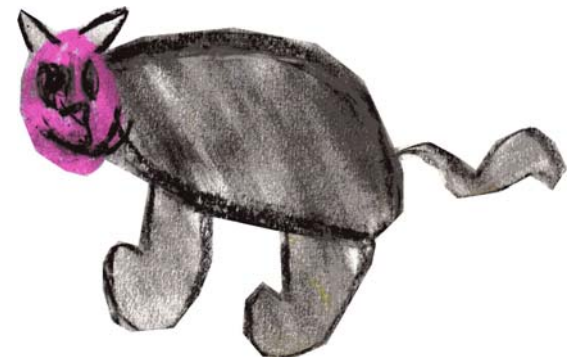
- Meet and Greet the Class





# Build Relationship

- Meet and Greet the Class
- Talk to each child (sometime during the day)
  - Not just the ones that naturally talk to you
  - Seek out the quiet or reserved ones
  - Reassure the timid or reluctant ones



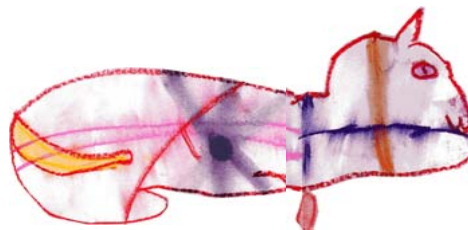
# Build Relationship

- Meet and Greet the Class
- Talk to each child (sometime during the day)
  - Not just the ones that naturally talk to you
  - Seek out the quiet or reserved ones
  - Reassure the timid or reluctant ones
- Listen to each child (hear what they say!)



# Build Relationship

- Meet and Greet the Class
- Talk to each child (sometime during the day)
  - Not just the ones that naturally talk to you
  - Seek out the quiet or reserved ones
  - Reassure the timid or reluctant ones
- Listen to each child (hear what they say!)
- Model kindness, caring and respect
  - It builds trust which strengthens the relationship
  - Let me tell you about .... “John” .....



# Build Relationship

This is an example of John's work on March 10th.

**DROPS IN THE BUCKET**  
MATH LEVEL R  
NUMBER 36  
© 2000 MARY JO HAND

*John 1st*

○ 9  
× 1  
✓ 10

△△○○□△△○○□△

10	11	12	13	14	
----	----	----	----	----	--

15  
14  
13  
12  
11  
10

4 +    =         3 -    =   

LOGICAL ORDER: CUT AND PASTE THE PICTURES IN A LOGICAL ORDER. SOMETIMES MORE THAN ONE LOGICAL ORDER IS POSSIBLE AND CORRECT!

**DROPS IN THE BUCKET**  
MATH LEVEL R  
NUMBER 36  
© 2000 MARY JO HAND

*John 2nd*

○ 9  
× 1  
✓ 10

△△○○□△△○○□△

10	11	12	13	14	15
----	----	----	----	----	----

15  
14  
13  
12  
11  
10

4 +    =         3 -    =   

LOGICAL ORDER: CUT AND PASTE THE PICTURES IN A LOGICAL ORDER. SOMETIMES MORE THAN ONE LOGICAL ORDER IS POSSIBLE AND CORRECT!

# Build Relationship

On May 6th he brought his work to me and said, "Teacher, I really hope you like my work today!"

Name John

$$\begin{array}{r} 4 \\ + 2 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 2 \\ + 3 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 3 \\ + 3 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 4 \\ + 0 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 2 \\ + 1 \\ \hline 3 \end{array}$$

$$\begin{array}{r} 2 \\ + 0 \\ \hline 2 \end{array}$$

$$\begin{array}{r} 2 \\ + 4 \\ \hline 6 \end{array}$$

$$\begin{array}{r} 3 \\ + 2 \\ \hline 5 \end{array}$$

$$\begin{array}{r} 3 \\ + 1 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 1 \\ + 3 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 2 \\ + 2 \\ \hline 4 \end{array}$$

Vertical Addition - Lockwood Kindergarten pg. 4

**DROPS IN THE BUCKET**  
MATH LEVEL R  
NUMBER 59  
© 2000 MARY JO HAND

Name John

**FOLLOW DIRECTIONS CAREFULLY**

**SEQUENCES**

15 16 17 18 19 20

**COUNT & MATCH SETS TO NUMERALS**

19 18 11 10 5 4

**ADD & SUBTRACT**

6 + 2 = 8

7 - 2 = 5

**LOGICAL ORDER: CUT AND PASTE THE PICTURES IN A LOGICAL ORDER. SOMETIMES MORE THAN ONE LOGICAL ORDER IS POSSIBLE AND CORRECT!**

1 2 3 4 5

# Build Relationship

- Meet and Greet the Class
- Talk to each child (sometime during the day)
  - Not just the ones that naturally talk to you
  - Seek out the quiet or reserved ones
  - Reassure the timid or reluctant ones
- Listen to each child (hear what they say!)
- Model kindness, caring and respect
  - It builds trust which strengthens the relationship
  - But, remember:
- Each child is unique - meet them where they are
  - Eye contact, smiles, hugs, words of affirmation, give information, do something for them
- You may “get stung” a few times in the learning process - don’t let that stop you.

# Create a Democratic Environment

Guideline for Discipline:

ALL GROUP MEMBERS  
HAVE THE RIGHT TO  
BE



SAFE & COMFORTABLE!



# Create a Democratic Environment

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## Discipline = Teaching

Discipline comes from the Latin for Instruction,  
Knowledge





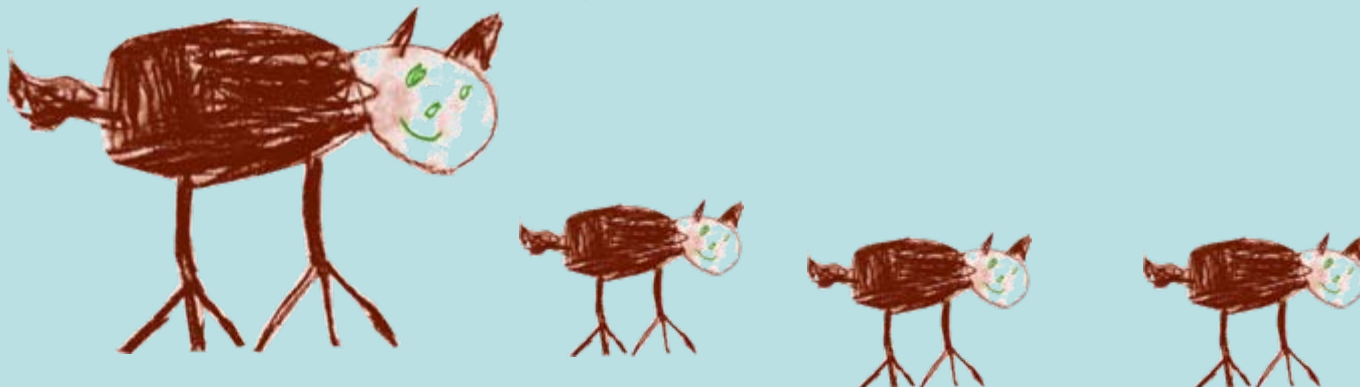
# All rules relate to “safety”.

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Gather to discuss and create rules for class.

Or

Gather and discuss rules for class.



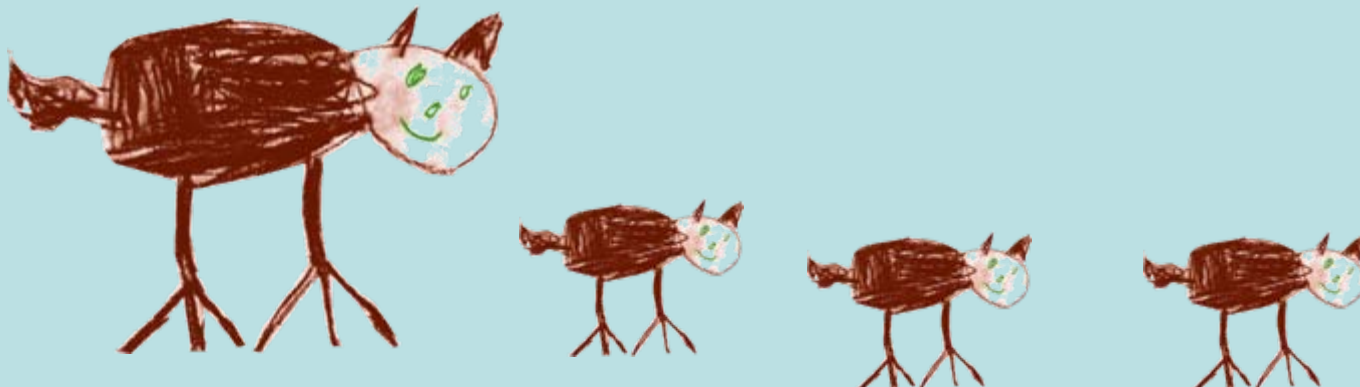
# State rules in the positive (if at all possible).

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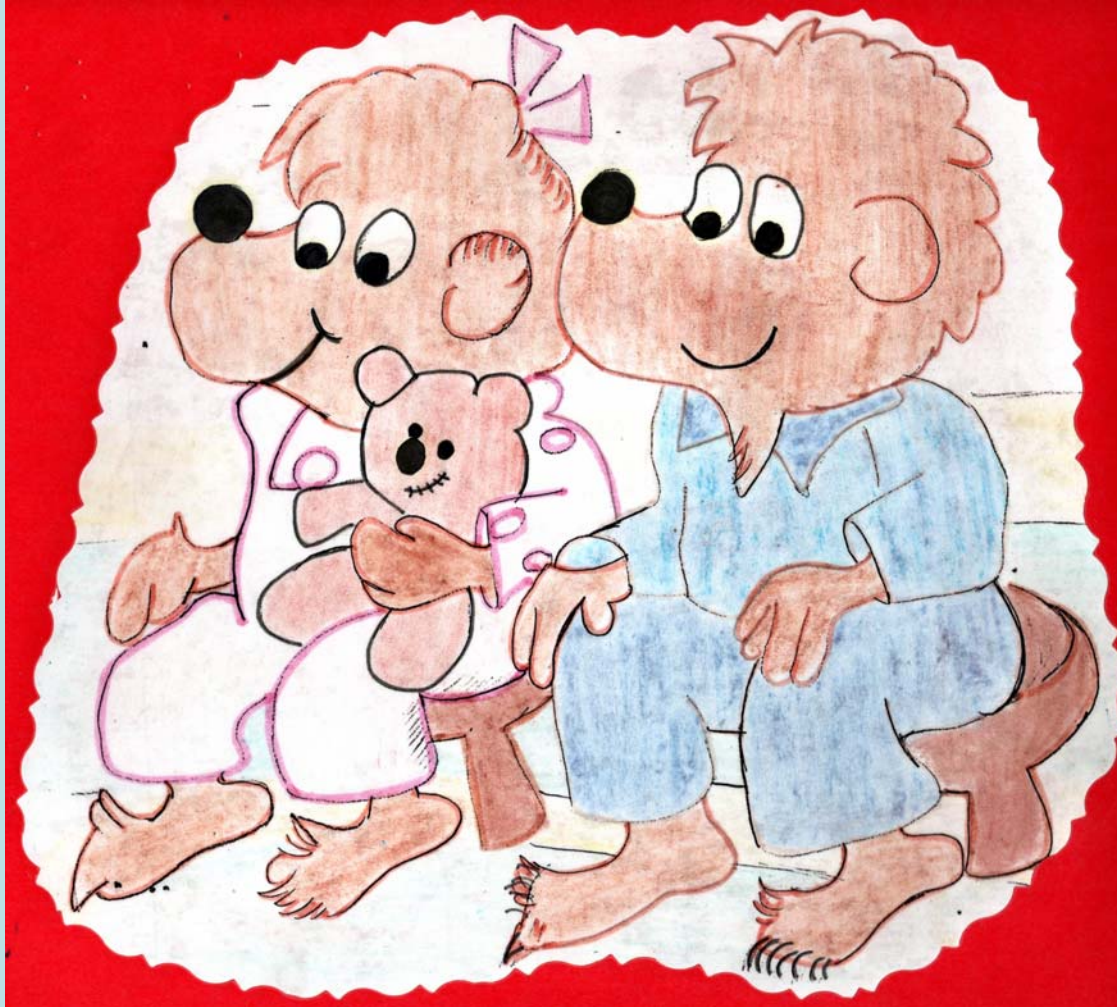
Walk quietly instead of don't run.  
Keep hands to yourself instead of don't touch others.

When written in the “don't” format it seems simpler, but what is the last thing kids hear? “run” or “touch”

Cognitively, young children have a harder time thinking in the negative. It is better to tell them exactly what to do. Telling what not to do leaves a lot of options wide open!



# Red Rule



Keep your hands and feet to yourself when in a group  
or learning time.

# Blue Rule



Talk without interrupting others.



# Yellow Rule



Walk quietly in the hall and classroom.

# Orange Rule



We put things back where they belong.

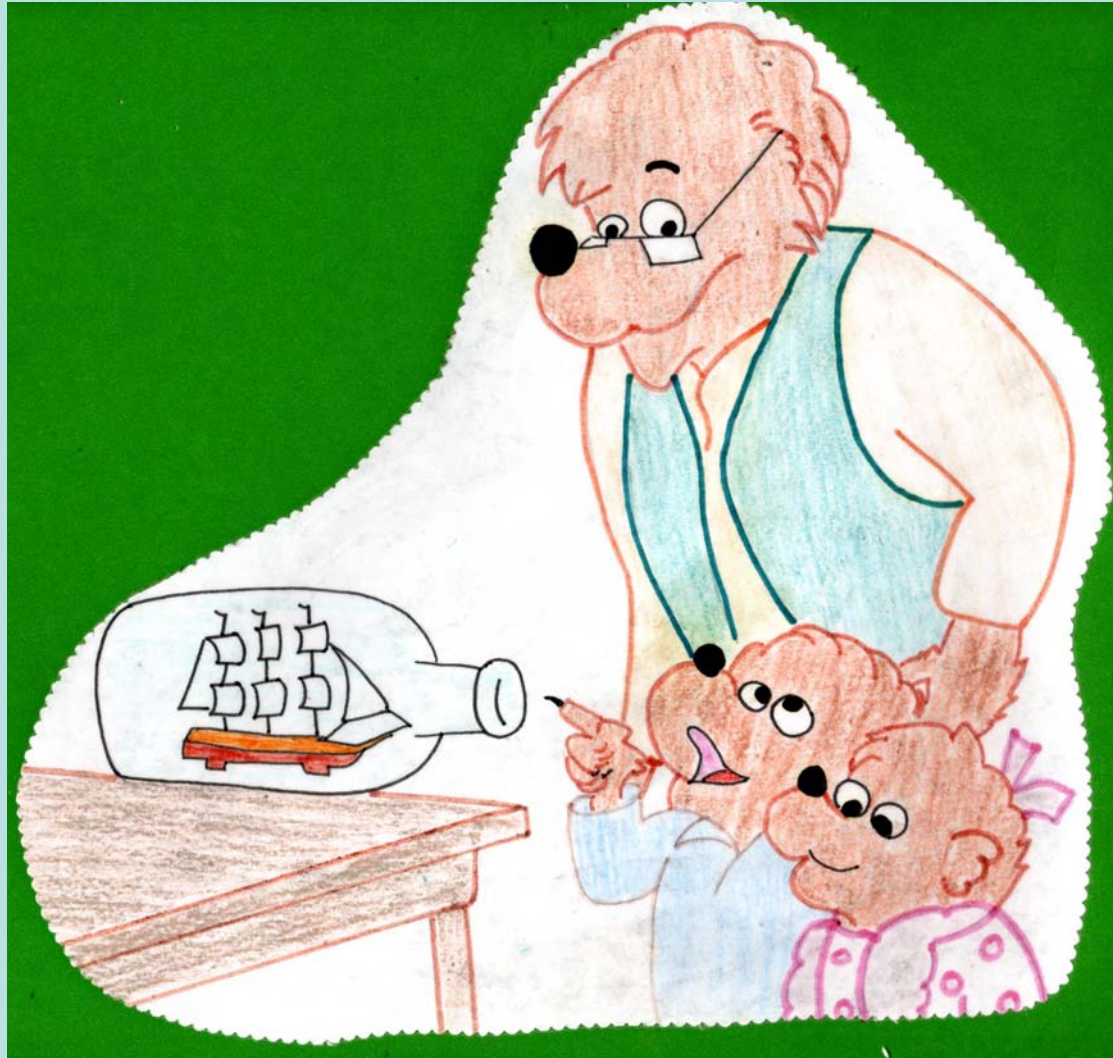
# Purple Rule



We listen and follow directions.



# Green Rule



We respect others and their property.



# Rules

1. Show the pictures of rules which are at child's eye level, preferably near group gathering area.
2. Read and discuss rules and what they mean.
3. Model what they look like.
4. Have some of the children rehearse the rule.
5. "Track" the rules.
  - Point out to the children that they are following a rule when you see it happening throughout the day.

# Rules



- Internal Locus of Control
  - Internal motivation to
    - Follow rules
    - Be part of the group
    - Develops self-control and responsibility
- External Locus of Control
  - External motivation
    - Needs reward to be coerced into following rules
    - Pushes to the point of punishment
    - Can lead to resentment and retaliation

# To encourage the Internal Locus of Control

## - Internal Motivation

### REFRAIN FROM:

1. Bribing
2. Rewards
3. Punishment

### REPLACE WITH:

1. Tracking
2. Praise - be careful with this! (more to come)
3. Celebrations



# Celebrations

- Expect kids to follow the rules. When you see it happen, mention it, point it out. At random times, stop and celebrate by 5 minutes of extra recess, gum from the gumball machine, 5 minutes to play with playdoh or fidget, stop for a story, get up and do a movement CD or anything similar.
- Stars on board
  - Put a star on the whiteboard when the class as a whole is making good choices. “Catch them following the rules!”
  - Walking down the hall and being complimented on behavior from a passing staff member is an automatic star on the board. (Kids know; it’s a secret from others)
  - Five stars on the board means the class earns extra “Star Centers” at the end of the day.



# Boundaries and Consequences

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- Inside the Bounds
  - Establish the rules.
  - Kids often need reminders as they bounce around inside the bounds.
  - Remind them of the rules and if necessary have them state what they will change about their behavior, what they will do differently next time!



# Boundaries and Consequences

---

- Outside the Bounds

Bouncing OUTSIDE the bounds requires:

1. Restate the rule.
2. Remove from the situation still within view and hearing of class. (Sometimes you have to confirm that they know what was inappropriate.)
3. Explain to child that they may return to group when ready to follow the rules. If they don't ask to return within a few minutes, confirm that they know WHAT to do in order to get back to group. When child asks to return to group, remind them of the rule again and cheerfully invite them back.



# Boundaries and Consequences

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- Outside the Bounds

Bouncing OUTSIDE the bounds AGAIN requires:

1. Restate the rule.
2. Remove from the situation still within view and hearing of class.
3. Explain to child that they may return to group ONLY when the teacher decides they may be ready to follow the rules. Let them sit out of the group until you are calmed down if you need it yourself!, and you have the other children working independently so you can go talk to the child. Determine child's needs or explain what they need to do differently next time. Get verbal agreement from child before allowing them to return to group.



# Boundaries and Consequences

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- Outside the Bounds

Behavior that is more out of control than the above will handle, needs to be dealt with via

1. Parent (a phone call or note)
2. Principal (if it is immediate and is a safety issue)

**THIS IS RARE!**





# Boundaries/Consequences

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- Natural and Logical Consequences
  - Occur following a child's behavior.
  - Concrete way to teach cause and effect as it applies to their own behavior.
  - Teach the need to accept responsibility.

“Punishment aims to ‘hurt’ the child in some way.  
Consequences aim to ‘teach’ the child in some way.”  
-Becky Bailey



# Boundaries/Consequences

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- Natural Consequences
  - Occur following a behavior or choice and the adult has no control over it
    - Ex: Child chooses to pretend to push milk carton off desk, and then it happens. The milk spills and they have none left. Sometimes Natural consequences are fine and the teacher's role is to stay out of the way and let it happen. You can provide information - state what happened (not I told you so). You can be there to console, but not to fix the problem.
    - Note: The teacher certainly intervenes if safety is an issue!



# Boundaries/Consequences

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- Logical Consequences

- Occur following a behavior or choice and the adult imposes the consequence
  - Ex: Child chooses to get out a game and then walks away. Consequence is that he must pick it up and put it away.
  - Ex: Two children cause a mess in the lunch room. Consequence is to clean it up and perhaps not sit together the next day.

NOTE: Logical consequence MUST be related to the behavior.

Ex: Two children in lunch room - miss recess..... this is not related to the behavior. This would be punishment, not a consequence.

NOTE: If you can't think of a logical consequence, you probably don't need one! Use the situation as a chance to teach the appropriate behavior!

# Discipline Techniques

- Children bounce around within the boundaries that are set up for their safety net. Some children don't bounce very much and rarely touch the edge.
- Some children seem to bounce into the edge ALL THE TIME! They need gentle guidance and reminders to stay away from the edge!
- Other children bounce through the boundary and need to be brought back inside the safety net.
- You might think that some children seem to be bouncing through the boundaries much more often than others. Children who live with chaos, come to school and create chaos because that is what they know. They are looking for the safety of the only consistent thing they know - chaos!
- In order to guide and effectively manage all children, including those who seek chaos, you need a variety of techniques up your sleeve!



# Discipline Techniques

- Give Choices
- Impact Statement
- Validate Feelings
- Validate & State the Limits
- Reflect the Essence
- Praise the Task







# Give Choices

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- When a child is not following a direction, giving a choice is a great option.
- A choice empowers the child to have some control over his/her behavior and still comply with the request.
- A choice allows the child to “save face”.

# Give Choices

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- Restate the rule, then say:

“You can \_\_\_\_\_ or \_\_\_\_\_, which do you choose?”

## Examples of empowering choices:

1. Teacher says, “you need to sit down and get to work.” Child says, “No” or just doesn’t do it. Teacher says, “The rules say you need to follow directions and be respectful. You can sit down and get busy by yourself, or I will help you. Which do you choose?”
2. Teacher says, “you need to sit down and get to work.” Child says, “No” or just doesn’t do it. Teacher says, “The rules say you need to follow directions and be respectful. You need to work. Would you like a yellow pencil or a green pencil? Which do you choose?”
3. Teacher says, “You need to wear your coat to recess.” Child says, “No”. Teacher says, “You need to wear your coat. Do you want it zipped or not zipped, you choose.”

# Give Choices

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## Examples of non-choices:

1. Teacher says, “you need to sit down and get to work.” Child says, “No” or just doesn’t do it. Teacher says, “You have a choice. Either get to work or you won’t get any snack. Which do you choose?”
2. Teacher says, “You need to wear your coat to recess.” Child says, “No”. Teacher says, “You have a choice. Either wear your coat or you can’t play Legos later. Which do you choose?”

These are non-choices. It is an attempt to coerce the choice. This would be a punitive punishment.





# Give Choices

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- Make sure that all of the choices are ones with which YOU are okay.
- Make sure that the choices are NOT punitive, punishment type choices.
- If you don't use an empowering choice, then don't use the technique of "Giving Choices".



# Impact Statement

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- I feel \_\_\_\_\_ when you \_\_\_\_\_.

–I feel frustrated when I ask you to be quiet and you keep talking.

–I feel scared when you leave the classroom without telling me.



# Impact Statement

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You can also add the “because” to it.

- I feel \_\_\_\_ when you \_\_\_\_ because \_\_\_\_.
  - I feel angry when you hit me because it hurts.
  - I feel frustrated when you keep talking after I ask you to listen because I can't read the story.

How you feel will have a impact on a child ONLY IF they are in relationship with you.



# Validate Feelings

- Listen from your heart! Look at the child. Hear their words. Respond with affirmation that you hear them.
- Give their feelings a name. (You are angry, aren't you? You are frustrated, huh?)
- Give them wishes in fantasy. (You wish you didn't have to practice writing, huh? What if you never had to practice?)
- Sometimes that is all it takes... someone to show they care!





# Validate & State Limits

- Hear what they say, but that doesn't change the rules. Restate the limits and move on! For example: "You don't want to stop playing Legos. It is time to stop. We need to get back to work . . . Or go to library . . . Or whatever it may be."
- Then go on and begin the next thing, or assist the child in following the direction depending on the situation.



# Reflect the Essence



- Hear what they say, but determine if they really mean something else.
- Determine what is the true essence of their feelings.
- Example: Child says, “I hate school. I don’t want to be here.” Teacher says, “You don’t like school today. Are you tired?” OR “Are you frustrated, is this hard for you?”
- Example: Child is angry and says, “I hate you. I hate this school.” Teacher says, “You are angry and don’t want to be here. You want to stay outside playing. You don’t like having rules here that you have to follow. Rules keep us safe.”
- If by chance you ‘guess’ wrong - they will tell you! As in the above example, they might reply “No, I just don’t like going inside to work. It’s hard.” Or “No, I just have a headache or tummy ache.”

# Praise the Task

## \*not the child's character or personality

- I see you got busy right away. You are a worker!
- You used lots of colors.
- You listened so carefully. Thank you.
- I saw you help your friend. That was thoughtful.
- You are . . . . Helpful, kind, thoughtful, a worker, a listener, a learner, walking, careful, writing, smiling, having fun, etc.

## Be specific!



# Be specific!

- Erase “good” and “bad” from your vocabulary.
- Telling a child to “Be good” does not give them enough information as to what to do. They will internalize it as “I am bad”. This damages self-esteem.
- Example: If a child is climbing “up” the slide, instead of saying “Hey, be good, you know the rule.”, you could say, “You need to climb up the steps, not the slide.” Then when they do it, you could say, “Hey, you climbed up the steps! You had fun sliding down.”







# Conflict Resolution

1. Establish safety.
2. Find out what happened.
3. Understand each person's feelings.
4. Restate the rules; they are to keep us safe and comfortable.
5. Give children a chance to solve the problem first.
6. Put them back into relationship again.



# Peace Table

1. Provide an area or table which is for problem solving.
2. Model how to solve problems:
  1. Go to peace table
  2. Talk about problem
  3. Generate solutions
  4. Have a neutral child or adult help negotiate.

## Nurture Negotiation!



# Peace Table Resources

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The screenshot shows a web browser window with the URL [http://www.tolerance.org/teach/resources/starting\\_small.jsp](http://www.tolerance.org/teach/resources/starting_small.jsp). The page is titled "TEACHING TOLERANCE" and is a project of the Southern Poverty Law Center. It features a navigation bar with links for "FOR TEACHERS", "FOR PARENTS", "FOR TEENS", and "FOR KIDS", along with "Home", "About Us", and "Site Guide". The main content area is titled "starting small" and describes it as a training tool for early grade educators. It includes a quote from P.B., Washington, stating that "Starting Small" expanded his vision and philosophy. The page also lists the contents of the kit, including a 58-minute film and a 250-page text. There are three green callout boxes on the right side: "Free to Schools. Download an order form (PDF)", "Read the text's foreword and introduction.", and "Learn more about how children think about fairness and exclusion in our magazine archives." The footer contains links for "Recommend this page", "Privacy Information", and "Contact Us".

Tolerance.org: Teaching Tolerance: Start...

http://www.tolerance.org/teach/resources/starting\_small.jsp

Address Book BLGS.WEATHER Western Security Bank MT. ROAD COND. Lockwood School Compass PowerSchool S

Tolerance.org: Teaching To...

## TEACHING TOLERANCE

A PROJECT OF THE SOUTHERN POVERTY LAW CENTER

FOR TEACHERS FOR PARENTS FOR TEENS FOR KIDS Home About Us Site Guide Search

### starting small

TEACHING TOLERANCE IN PRESCHOOL AND THE EARLY GRADES

#### A Training Tool for Early Grade Educators

The vision of community that the early childhood classroom provides can color children's expectations about equity, cooperation and citizenship for a lifetime.

This training kit for early childhood educators profiles seven innovative classrooms in which teachers are helping children practice fairness, respect and tolerance.

**Free to Schools.**  
[Download an order form \(PDF\)](#)

Read the text's [foreword](#) and [introduction](#).

Learn more about how children think about [fairness](#) and [exclusion](#) in our magazine archives.

Select A Resource

Choose a Resource

**"Starting Small" expanded my vision and philosophy and radically changed what I did in the classroom. Now, as an administrator, I'm providing the kit to staff so they may benefit as well.**

— P.B., Washington

Recommend this page

Privacy Information Contact Us

- 58-minute film in VHS format with closed-captioning; and
- 250-page text that includes classroom profiles, commentary, activities and a resource guide.

Southern Poverty Law Center: [www.splcenter.org/center/tt/teach.jsp](http://www.splcenter.org/center/tt/teach.jsp)

Teaching Tolerance: [www.tolerance.org/teach/resources/starting-small.jsp](http://www.tolerance.org/teach/resources/starting-small.jsp)



# Conflict Resolution

1. Conflict - a serious disagreement or argument.
2. These steps help negotiate an argument between two people - children or adults.

## MY RULE OF THUMB

**\*don't argue with a child!**

**\*don't buy in on an emotional  
level**



# Structure the Environment

## SAFETY PRICE



S tate clearly your goals and expectations.

A nticipate potential problems.

F orgive yourself when you lose control; regain control by soothing yourself.

E nvironment - Look to the environment for solutions

T each the children the skills necessary to meet our expectations.

Y ou are in charge.

P lan ahead.

R ehearse -- practice what to say and do.

I nformation needs to be given to children about what is likely to happen.

C ommunicate procedures clearly.

E xpect children to be successful and focus on their successes.

-Becky Bailey

# Structure the Environment

Then what ? ? ?



**What if you try to do all of these things and you still think (and you will) :**

“They should know the rules by now.”

“They should know better.”

“Didn’t you listen to me?”

“I thought I told you already.”

And especially . . .

“How many times do I have to tell you?”

**Then remember this:**



It takes 2000 times, in context,  
for children to learn the rules  
or the skills they need to  
function successfully.

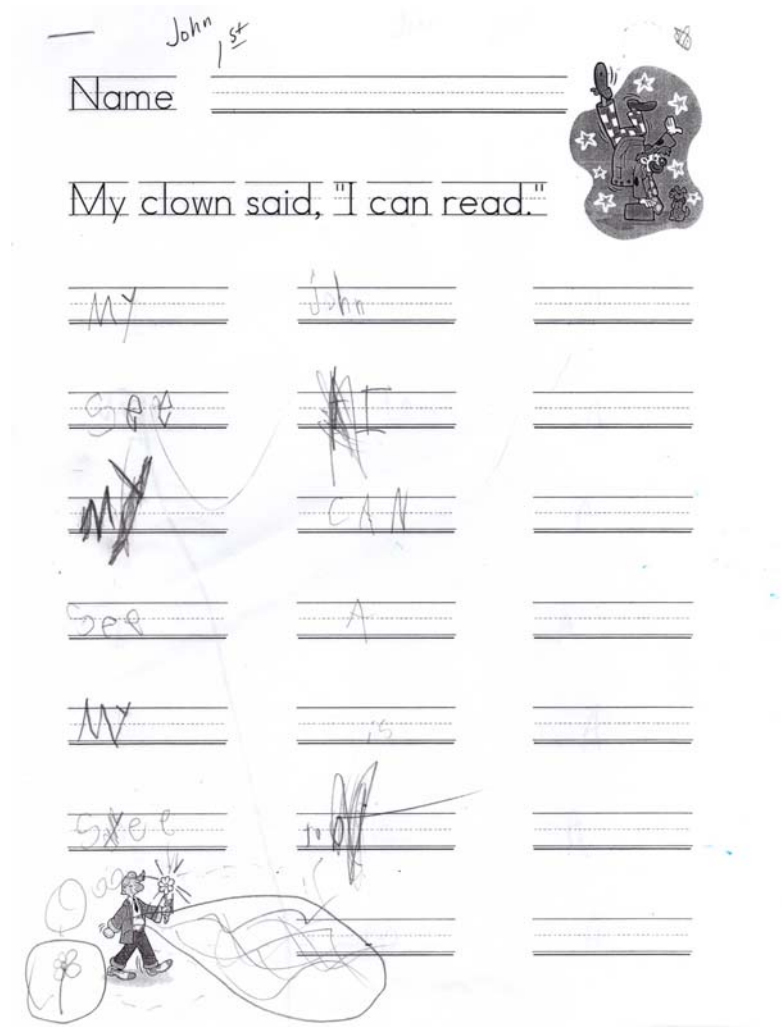
**2000!**

**2000**  
***times!***



# Back to John . . .

- First attempt at task:




# Back to John . . .

- Second attempt at task:


John 2nd

Name \_\_\_\_\_

My clown said, "I can read."



I	to	A
TV	to	A
I	to	A
I	to	A
I	to	A
I	to	A
I	to	A



# Back to John . . .

- Third attempt at task:

Name John

My clown said, "I can read."

My once where

jump up on away



John do read

to a they

find I to

who have live

can A



# Miscellaneous Handy Hints

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- Tape sections onto table for visual cue of own space.
- Flick lights, ring bell, play tone or song, to get attention - common trick.
- Use bell for structure in group lesson.
  - Ring bell, kids snap to “attention”
    - Make a game out of it!
    - Rehearse, rehearse, rehearse!



# Miscellaneous Handy Hints

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- Name tags on desks/table
- Abc strip
- Numbers 1-20 strip
- Add skills to work on . . .
  - Colored shapes
  - Choose 4 skills to practice, for ex:
    - g, j, q, w
    - b, d, q, p
    - see, like, go, my



# Miscellaneous Handy Hints

---

- Add shapes to desks. Use to organize transitions.  
“If you have a red circle, line up . . . Or get snack  
. . . Or choose center activity”

Grace ●■▲■

Adam ●■▲■

Noah ●■▲■

Robby ●■▲■





# Miscellaneous Handy Hints

---



- Tape tricky letters to desks. Have kids find letters by name or sound - use between activities to practice letters or fill time while waiting for others.

b d p q

b d p q

b d p q

b d p q

# Miscellaneous Handy Hints

---

- Add words to desks. Use to organize transitions.

have are here said

have are here said

have are here said

have are here said



# Miscellaneous Handy Hints



- Toward the end of the year, put sight words that need more practice. Just having them there initiates conversation among the kids.

Adam

here	said	are
play	for	the
she	he	have

Andrew

have	here	said
are	play	for
the	she	he

Ashlyn

are	play	for
the	she	he
have	here	said

Ella

here	said	are
play	for	the
she	he	have

# Miscellaneous Handy Hints

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- Tattle Tales in your class?

TEACH:

- Tattling tries to get someone INTO trouble
- Telling tries to get someone OUT of trouble

**SAFETY IS THE BOTTOM  
LINE**



# Miscellaneous Handy Hints

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- Tattle Tales?
  - Problem solve if necessary
  - Listen and validate
  - Respond: Does that bother you?
  - Respond: State what *they* are doing!
    - Ex: I see you are walking in the hall. Thank you!
- Still tattling?
  - Give the tattler a clipboard and tell them to write it all down! They can be the reporter!

# Miscellaneous Handy Hints

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- Learning centers or rotating groups
  - organized groups that switch after a designated time, such as 15 minutes, and all children complete all activities.
- Organize these rotating groups so each knows who goes where
  - Colored stickers on shirt
  - Small smile in colored marker on hand
  - Color coded name tags on desks
  - Sometimes a permanent organization is in place
    - Shapes (or color or symbol) name the group
    - Necklace with order of groups
- Sweeten the pot for “academic” activity group
  - Put “reading” glasses out
  - Gumball machine
  - 10 skittles as they work



# Miscellaneous Handy Hints

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- BYOB = BE YOUR OWN BOSS
  - Model two or three independent activities
  - Discuss what it means to be “boss”.
  - Children choose the order in which they do their work.
    - Empowers children
    - Gives them ownership to tasks
    - Discuss expected quality and relate it to a boss and the job
    - When done they turn in work and I whisper to them what they can choose from next! (Books, computers, math cart, reading cart, or whatever is appropriate.)
- Gives teacher time to work independently with children in assessment or tutoring situation

# Miscellaneous Handy Hints

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- Managing transition times
  - Fidgets in desk, school boxes, community bin
    - Mini animals
    - Small can of playdoh
    - Mini book
    - Bin of small books on table
      - » Idea adapted from Terri Middagh, Helena

# Miscellaneous Handy Hints

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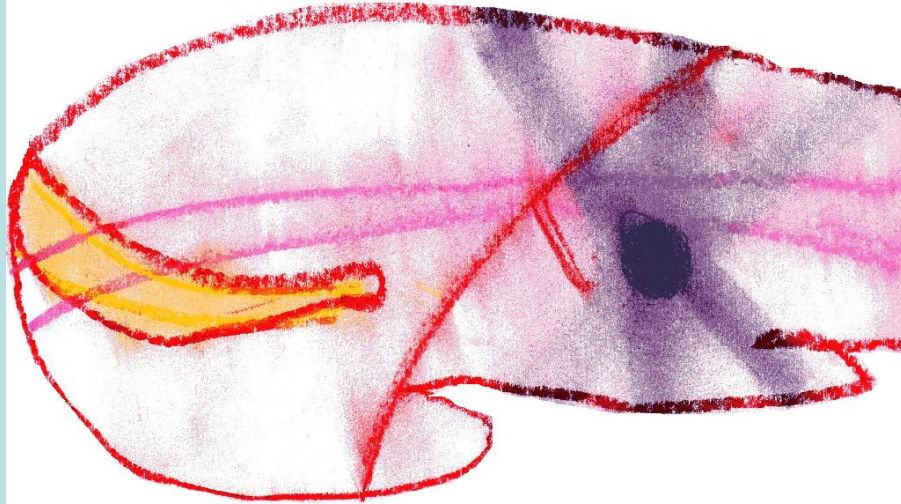
- Managing transition times
  - Group waiting for others
    - Read posters
    - Sing songs
    - Finger plays
- And remember . . .



**2000**  
***times!***



# More of John, again!



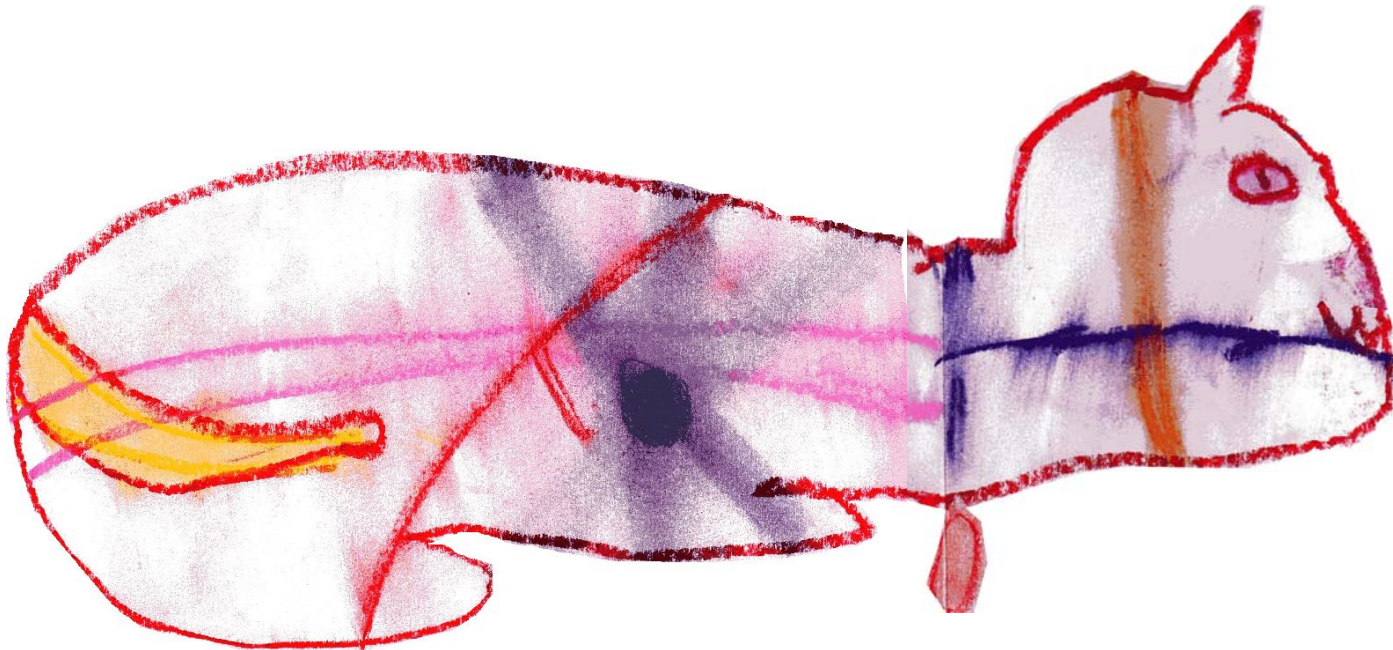
John began his cat with this side. But he ran out of room!



He quickly got another piece of paper, finished the head and completed the drawing by taping them together.

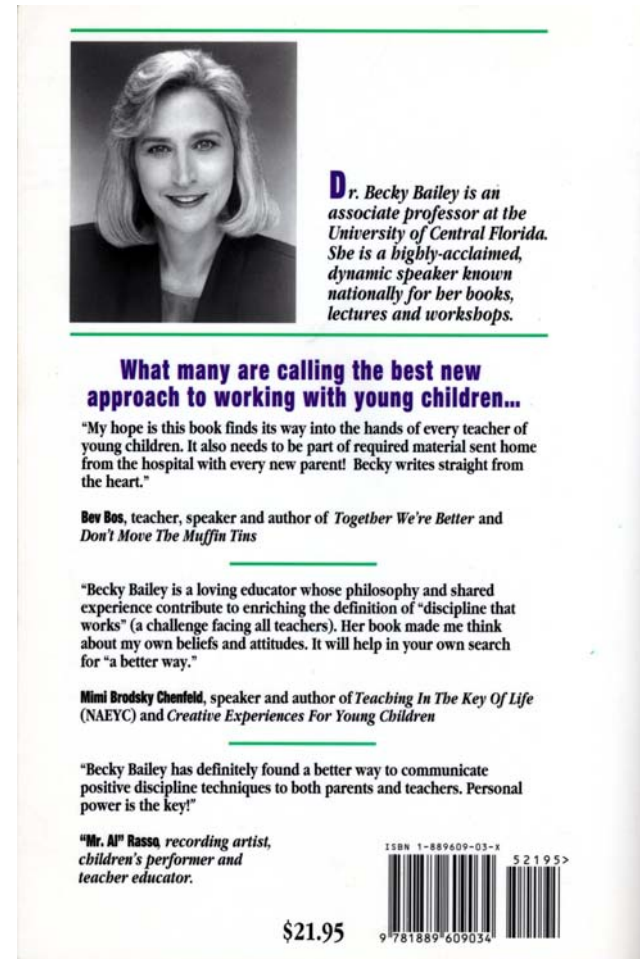
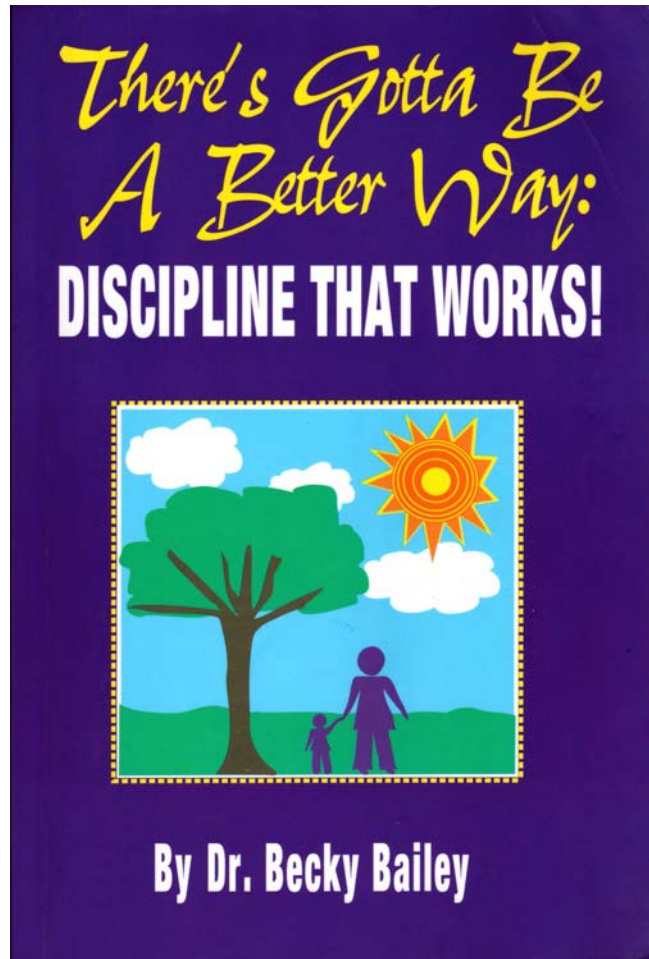
Some children seem to come to school as disjointed as John's cat! The environment you provide in your classroom can be the tape needed to piece things together.

- You may have a “John” in your class who thinks and behaves differently from your expectations, thus challenging your management strategies, your discipline techniques and your patience. If so, consider this your chance to empower children as you effectively manage their environment so everyone can be safe and comfortable at school.
- I hope you have gained a few ideas to make your classroom management more effective, more empowering and more fun!





# There's Gotta Be a Better Way: Discipline that Works by Becky Bailey





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